

INSTRUCTIONS

Transition Services Plan Addendum

IEPs written after July 1, 2005 must comply with the new IDEA statute and include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate;
- Transition services needed to assist the child in reaching those goals, including courses of study...Section 615(m). [614(d)(1)(A)VIII

The definition of Transition Services has been expanded to include activities that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school activities. Additionally, the definition includes a requirement that transition services be based on student **strengths**, preferences and interests. Although IDEA '04 states that transition services should be included in the IEP beginning with the first IEP in effect after the child is 16, Tennessee Regulations still require transition planning begin at age 14. The Transition Services Plan Addendum is to be added to the existing transition planning document, page 2a of the current state model IEP form or added to an approved form used by the local school system.

Age appropriate transition assessments must include information about the academic achievement and functional performance of the student. The purpose of transition assessment is to identify student strengths, abilities, deficits, interests, and preferences. Additionally these assessments will establish present levels of performance, inform transition planning and establish a baseline or starting point for writing measurable annual goals. Transition assessment is an individualized, on-going process that includes meaningful participation by the student and family.

The transition assessment tool kit will include a variety of assessment approaches and instruments. The assessments may be formal or informal and may include:

Informal assessments:

Student interest surveys/ interviews/questionnaires, student self-evaluation, parent/family surveys, checklists, rating scales, collection and organization of existing academic data, level of cognitive functioning, medical evaluation, and teacher observations.

Formal assessments:

Standardized and criterion referenced instruments, interest and aptitude assessments, Situational Assessment, Home-School Inventory, Work Samples, Assessment of Generic Work Habits, Assessment of Employability Skills, etc.

Include, as appropriate, in the student profile generated from transition assessment the accommodations, modifications and assistive technology the student requires to be successful in postsecondary environments.

After the student's present levels of academic and functional performance are determined, the IEP Team must establish measurable annual goals aligned with the general curriculum standards set forth in the Tennessee Blueprint for Learning.

Measurable postsecondary goals must be linked to the child's desired post school outcomes and the course of study.